**Week: 08**

**Date of teaching: 28/10/2024**

**Period: 29**

**UNIT 5: THINGS WE CAN DO**

**Lesson 1(1-3)**

**I.OBJECTIVES:**

By the end of the lesson, pupils will be able to:

1. Knowledges:

- Understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about someone’s abilities.

- Correctly say the phrases and use *Can you \_\_\_\_\_? – Yes, I can. / No, I can’t.* to ask and answer questions about someone’s abilities.

- Enhance the correct use of *Can you \_\_\_\_\_? – Yes, / No, \_\_\_\_\_.* to ask and answer questions about pupils’ abilities in a freer context.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

4. Attributes:

- Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.

**II. RESOURCES**

- Student’s book: Page 34

- Audio track 46, 47

- Teacher’s guide: Pages 68, 69, 70

- Flash cards/ pictures and posters (Unit 5)

- Computer, projector

**III. PROCEDURE:**

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.- Divide the class into 3 teams. - Each team has 1 sticky ball.- Play the music, students in each team take turns to pass the ball. After the music ends, 3 students have the ball – stand up and say the sentences, using the sentence models from the previous unit.2.New Lesson:Activity 1. Look, listen and repeat. 5 minutesGoal: To understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about someone’s abilities. -Ask pupils to look at Pictures a and b and identify the characters in the pictures. -Draw pupils’ attention to the kite and the skipping rope in Picture a and predict what the characters can do or are talking about. Play the recording and have pupils check the prediction. Repeat the same procedure with Picture b. -Play the recording again and encourage pupils to point at the characters while listening. -Play the recording again, sentence by sentence, for pupils to listen, point at the sentences and repeat after each character. Correct their pronunciation where necessary.*Extension:* Invite a few pairs of pupils to act out the conversations in front of the class.Activity 2. Listen, point and say. 10 minutesGoal: To correctly say the phrases and use *Can you \_\_\_\_? – Yes, I can. /**No, I can’t.* to ask and answer questions about someone’s abilities. -Ask pupils to look at Pictures a, b, c, and d and identify the activities in the pictures. -Play the recording for pupils to listen to and repeat the phrases under the pictures in chorus and individually until they feel confident. Use the flash cards for *ride a bike, ride a horse, play the piano* and *play the guitar* to practise the phrases. -Draw pupils’ attention to the speech bubbles and elicit the missing words in the answer by pointing at Picture a. Play the recording for pupils to repeat the sentences in both bubbles a few times. Repeat the same procedure with Pictures b, c, and d. -Have pupils practise asking and answering questions in pairs. Go around the classroom to offer help where necessary. Invite a few pairs to point at the pictures and ask and answer questions about what the pupils in the pictures can or can’t do.Activity 3. Let’s talk. 8 minutesGoal: To enhance the correct use of *Can you ? – Yes, / No, \_\_\_\_.* to ask and answer questions about pupils’ abilities in a freer context.-Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences. -Put pupils into pairs to ask and answer about their abilities. Go around the classroom to offer support where necessary.Step 4: Invite a few pairs to point at the pictures and ask and answer questions about their abilities.3.Wrap up:- Ask students to answer the following questions: 1. *What have you learnt from the lesson today?* (Use sentence pattern *Can you \_\_\_\_\_? – Yes, I can. / No, I can’t.* to ask and answer someone’s abilities.)2. *What are the core values of the lesson?* (Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.)*\* Preparation for the project:* Tell pupils about the project on page 39. Ask them to prepare for it at home by carrying out a school club survey and asking their friends about their abilities. Set up groups of four or five to carry out a survey. Each group should choose two clubs such as sports or music. They should write questions about what their friends can or can’t do to find members for the clubs. Remind pupils to bring their completed surveys to the class to present them at Project time. | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-Individualwork-Listen and repeatWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatGroup workPair workListen to the teacherGroup workGroup workWhole class- Practice in front of class- Listen to the T's instruction.-play game in groupWhole class/ Individual work |

 **Adjustments (if necessary):**

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**Week: 08**

**Date of teaching: 29/10/2024**

**Period: 30**

**UNIT 5: THINGS WE CAN DO**

**Lesson 1( 4-6)**

**I.OBJECTIVES:**

By the end of the lesson, pupils will be able to:

1. Knowledges:

- listen to and understand two communicative contexts in which pupils ask and answer questions about someone’s abilities and tick the correct pictures.

- complete four gapped exchanges with the help of picture cues.

- practise the target vocabulary and sentence patterns by playing the game *Can you ...?*

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

4. Attributes:

- Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.

**II. RESOURCES**

- Student’s book: Page 35

- Audio track 48

- Teacher’s guide: Pages 70, 71, 72

- Flash cards/ pictures and posters (Unit 5)

- Computer, projector

**III. PROCEDURE:**

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.- Use the flash cards (*ride a bike, ride a horse, play the piano, play the guitar*) to revise the vocabulary in Period 1 by asking *Can you \_\_?*- Get pupils to open their books at page 35 and look at *Unit 5, Lesson 1, Activity 4.*2.New Lesson:Activity 4. Listen and tick. 5 minutesGoal: To listen to and understand two communicative contexts in which pupils ask and answer questions about someone’s abilities and tick the correct pictures. -Draw pupils’ attention to the pictures and ask questions to elicit the activities in the pictures. Remind them to look at each pair of pictures, listen to the recording and choose the activity the speakers can do. -Play the recording all the way through. Then play the recording for pupils to listen and tick the activity the speakers can do. -Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary. Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.Activity 5. Look, complete and read. 10 minutesGoal: To complete four gapped exchanges with the help of picture cues. -Model Question 1. Have pupils read the exchange and guess the missing words in the answer. Then draw pupils’ attention to the picture and elicit the answer to fill in the gap (*Yes, I can.).* -Give pupils time to do the task independently. Go around the classroom to offer help where necessary. -Get pupils to swap books with a partner and check their answers before checking as a class. Nominate a pupil to write the answers on the board. Give further support to those pupils who find it difficult to do the task. -Invite four pairs of pupils to act out four complete exchanges in front of the class. Correct their pronunciation where necessary.Key: 1. Yes, I can 2. No, I can’t  3. ride a horse; Yes 4. play the guitar; NoActivity 6. Let’s play. 8 minutesGoal: To practise the target vocabulary and sentence patterns by playing the game *Can you ...?* -Invite two groups, each with six pupils, to play the game. Tell pupils the goal of the game and how to play it. Explain that they look at a flash card, ask and answer. Then demonstrate the action. Each group has two minutes to play. The teacher holds up a flash card (*ride a bike*), the first pair looks at the picture, one pupil asks (e.g. *Can you ride a bike?*) and another pupil replies as quickly as possible. Check with the whole class if the question is correct or not, and ask the group to demonstrate the action. -The pair who has played goes to the end of the line. The second pair moves up and continues with the next flash card. For each pair, the group gets three stars, one star for the question, one for the answer and one for the group action. -Play the game with other groups in the class. The group with the most stars is the winner.3.Wrap up:- Ask students to answer the following questions: 1. *What have you learnt from the lesson today?* (Use sentence pattern *Can you \_\_\_\_\_? – Yes, I can. / No, I can’t.* to ask and answer someone’s abilities.)2. *What are the core values of the lesson?* (Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.) | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-Individualwork-Listen and repeatWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatGroup workPair work- Listen to the T's instruction.sing the whole song while clapping their handsclap to reinforce the activity.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 08**

**Date of teaching: 29 /10/2024**

**Period: 31**

 **UNIT 5: THINGS WE CAN DO**

**Lesson 2(1-3)**

**I.OBJECTIVES:**

By the end of the lesson, pupils will be able to:

Knowledges:

- understand and correctly repeat the sentences in two communicative contexts (pictures) in which the characters talk about abilities and lack of abilities.

- correctly say the words and use *Can he / she \_\_\_\_\_? – Yes, he / she can. / No, he / she can’t*, *but he / she can \_\_\_\_\_.* to talk about abilities and lack of abilities.

- enhance the correct use of *Can he / she \_\_\_\_\_? – Yes, \_\_\_\_\_. / No, \_\_\_\_\_, but \_\_\_\_\_.* to talk about abilities and lack of abilities in a freer context.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Self-control & independent learning: perform listening tasks

4. Attributes:

- Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.

**II. RESOURCES**

- Student’s book: Page 36

- Audio tracks 49, 50

- Teacher’s guide: Pages 72, 73, 74

- Flash cards/ pictures and posters (Unit 5)

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.Guessing game- Divide the class into 3 teams.- Pupils take turns to answer the questions.2.New Lesson:Activity 1. Look, listen and repeat. 5 minutesGoal: To understand and correctly repeat the sentences in two communicative contexts (pictures) in which the characters talk about abilities and lack of abilities. -Ask pupils to look at Pictures a and b and identify the characters and predict the activities that Linh can do on the sports day. -Ask pupils to look at Picture a. Play the recording for them to listen and check the prediction. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary. Repeat the same procedure with Picture b. -Invite a few pairs to the front of the classroom to listen to and act out the exchanges. -Draw pupils’ attention to the words *can* and *can’t* in the conversation to elicit the meaning. Explain that they are used to talk about abilities and lack of abilities.Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.Activity 2. Listen, point and say. 10 minutesGoal: To correctly say the phrases and use *Can he / she ? – Yes, he/ she can. / No, he/ she can’t, but he/ she can \_\_\_\_\_\_.* to talk about abilities or lack of abilities. -Pre-teach new words by asking pupils to look at the pictures and repeat the words in chorus and individually.  -Ask pupils to play the matching game. One pupil from each team chooses 2 boxes to open, if they match, that team earns a point.  -Teacher presents the model sentences.  -Ask pupils to look at the pictures and identify the activities in the pictures. Play the recording for pupils to listen to and repeat the words in chorus and individually until they feel confident. Use the flash cards for *swim*, *roller skate, cook* and *draw* to practise the words.Draw pupils’ attention to the speech bubbles and elicit the missing word in the sentence by pointing at Picture a. Play the recording for pupils to repeat the sentence a few times. Repeat the same procedure with Pictures b, c, and d.Have pupils point at the pictures and ask and answer questions in pairs. Go around the classroom to offer help where necessary.Invite a few pairs to the front of the class to point at the pictures and ask and answer questions about what the people in the pictures can or can’t do. Praise pupils if they perform well.Activity 3. Let’s talk. 8 minutesGoal: To enhance the correct use of *Can he / she \_\_ ? – Yes, . / No, , but \_ .* to talk about abilities and lack of abilities in a freer context.Game: Slap the board - Divide the class into two or three teams.- Teacher puts up a set of pictures or words on a board.- A pupil from each team comes up to the board with fly swatters.- They listen as the teacher calls out a word or a sentence and they race to slap the correct picture.- Whoever is the fastest with the correct slap gets a point for their team.- Team with the most points is the winner.3.Wrap up:- Ask students to answer the following questions: 1. *What have you learnt from the lesson today?* (Use sentence pattern *Can he / she \_\_\_\_\_? – Yes, \_\_\_\_\_. / No, \_\_\_\_\_, but \_\_\_\_\_.*  to ask and answer someone’s abilities.)2. *What are the core values of the lesson?* (Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.) | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/-Pair work-Listen and repeat- Listen to the T's instructionRepeat IndividualworkListen to the teacherWhole class/ Individual workGroup workPair workListen to the teacher- Listen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 08**

**Date of teaching: 1 /11/2024**

**Period: 32**

 **UNIT 5: THINGS WE CAN DO**

**Lesson 2(4-6)**

**I.OBJECTIVES:**

By the end of the lesson, pupils will be able to:

1. Knowledges:

- listen to and understand four communicative contexts in which pupils talk about abilities and lack of abilities and tick or cross the pictures.

- complete four gapped exchanges with the help of picture cues.

- sing the song *Things they can do* with the correct pronunciation, rhythm and melody.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control & independent learning: perform listening tasks.

**II. RESOURCES**

- Student’s book: Page 37

- Audio tracks 51, 52

- Teacher’s guide: Pages 75, 76

- Flash cards/ pictures and posters (Unit 5)

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.Guessing game- Divide the class into 3 teams.- Pupils take turns to answer the questions.- They look at the hidden pictures and guess what activity is.- If they have the correct answers, they get the points for their teams. If the answer is not correct, the other team answers. - Review models:Draw pupil’s attention to the picture.They answer the questions.*Can he play badminton?* *- Yes, he can*. / *No, he can't*.*Can she swim?*  - *Yes, she can*. / *No, she can't*.2.New Lesson:Activity 4. Listen and tick or cross. 5 minutesGoal: To listen to and understand four communicative contexts in which pupils talk about abilities and lack of abilities and tick or cross the pictures. -Draw pupils’ attention to the pictures and ask *What can he / she do?* Remind them that they will look at the activities in the pictures and tick or cross the boxes while listening. -Play the recording all the way through. Then play the recording again for pupils to listen and tick or cross the pictures. -Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary.Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.Activity 5. Look, complete and read. 10 minutesGoal: To complete four gapped exchanges with the help of picture cues. -Model Question 1. Have pupils read the exchange and guess the missing words. Then draw pupils’ attention to the picture and elicit the words to complete the sentence. -Give pupils a time limit to read the gapped exchange 2, 3 and 4, look at the pictures and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task. -Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board. -Invite a few pairs of pupils to read or act out the complete exchanges in front of the class.Activity 6. Let’s sing. 8 minutesGoal: To sing the song *Things they can do* with the correct pronunciation, rhythm and melody. -Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce their understanding. -Have pupils read the first verse of the lyrics. Explain that the first verse is about things the girl can and can’t do. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody. Then let them listen and practise singing it, line by line, while miming the actions. -Repeat Step 2 for the second verse. Explain that it is about things the boy can and can’t do. Check comprehension and give feedback. -Ask pupils to listen to and sing the whole song while miming the actions. Go around the classroom and offer help where necessary. Invite a few groups to the front of the class to sing the song. The class may sing along and clap hands to reinforce the activity.3.Wrap up:- Ask students to answer the following questions: 1. *What have you learnt from the lesson today?* (Correctly use sentence pattern *Can he / she \_\_\_\_\_? – Yes, \_\_\_\_\_. / No, \_\_\_\_\_, but \_\_\_\_\_.*  to ask and answer someone’s abilities and lack of abilities and sing the song *Things they can do* with the correct pronunciation, rhythm and melody.)2. *What are the core values of the lesson?* (Show pride in what they can do and great respect for other people’s abilities by using appropriate gestures and intonation when asking and answering about abilities.) | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/- Listen to the T's instructionWhole class/ Individual workGroup workPair workListen to the teacherGroup workGroup workWhole class- Listen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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